

Lockport City School District  
ELA Grade 6  
Unit 1  
Aligned to the Common Core 2011-2012

**Unit 1 Title:**

**Rationale:** Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

**Important Note-** *Students will complete the bulk of this unit in Social Studies class. The main selection will not be read in ELA. Additional support will occur in ELA in the areas of vocabulary, enrichment (leveled readers), writing skills, and research.*

**Duration:** 10 weeks

**PHASE ONE: DESIRED RESULTS**

**GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:**

**\*Note:** highlighted standards are formally assessed within this unit.

**Reading for Literature-**

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (RL.6.2)

Explain how an author develops the point of view of the narrator or speaker in a text. (R.L. 6.6)

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. (R.L. 6.7)

**Reading for Information**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (RI.6.1)

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (R.I. 6.2)

Analyze in detail how a key individual, event, or idea is

introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (R.I. 6.3)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (R.I. 6.4.)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (R.I. 6.5)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (R.I. 6.6)

Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of the topic or issue (RI.6.7)

By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. (R.I. 6.10)

## **Writing**

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (W 6.3)

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and

logically.

- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.6.4)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 66.) (W 6.5)

**6.** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (W 6.6)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (W.6.7)

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (W.6.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research (W.6.9b)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter

time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences (W.6.10)

Create and present a text or art work in response to a literary work.

- a. Develop a perspective or theme supported by relevant details.
- b. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.
- c. Create poetry, stories, plays, and other literary forms (e.g. videos, art work). (W 6.11)

### **Speaking and Listening**

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (SL 6.3)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (SL 6.4)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 66 for specific expectations.) (SL 6.6)

### **ESSENTIAL QUESTIONS:**

How do researchers use what they learn to teach/help others? As researchers, how do we find out which facts are important to a specific purpose? What tools can we use to learn and organize information? When does it make sense to revise our thinking, writing and work?

**BY THE END OF THIS UNIT,  
STUDENTS WILL KNOW:**  
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:** central idea, explicit details that support fact, text structure, the influence of illustrations, fact vs. personal opinion, the meanings of

**BY THE END OF THIS UNIT,  
STUDENTS WILL BE ABLE TO:**  
(What do I need to model, coach the development of, and ask students to perform/do?)

- **From informational text read:**  
Determine central idea, cite explicit details, identify text structure, use illustrations, distinguish fact from personal opinions,

<p>unfamiliar words, how to compare and contrast the author's presentation of a subject, the impact of past culture on today's.</p> <ul style="list-style-type: none"> <li>• <b>Strategies for writing informative/explanatory text:</b> how to examine a topic by using multiple references/resources, media, and technology, how to organize ideas into an appropriate text structure, how to use relevant details, formal style, and graphics. How to develop a concluding statement and basic bibliographic references.</li> <li>• <b>Strategies for selecting appropriate research and publication tools online.</b></li> <li>• <b>Strategies for applying and improving use of conventions:</b> how to skim and scan, condense and combine information from various sources. How to compare and contrast, with help. How to use conventions of standard language and mechanics in writing. How to vary sentence types for meaning and interest, consistency of style and tone.</li> <li>• <b>Strategies for demonstrating speaking, listening, and collaborative learning skills:</b> How to engage effectively in a range of collaborative discussions, how to ask and answer questions, how to reflect, how to use evidence to support claims, how to use eye contact, adequate volume, clear pronunciation. How to use visual displays and integrate them with presentations.</li> </ul>	<p>decipher meanings of unfamiliar words, compare and contrast author presentation of subject, express the impact of past culture on today's.</p> <ul style="list-style-type: none"> <li>• <b>Write informative/explanatory text to:</b> examine a topic (print or non-print), by utilizing multiple references/media, and technology. Organize ideas into an appropriate text structure, using appropriate transitions, use relevant descriptive details, headings, formal style, use of graphics (e.g. artwork, maps), concluding statement, and provide basic bibliographic references.</li> <li>• <b>Use internet to research and publish writing.</b></li> <li>• <b>Apply conventions:</b> Skim materials for overview and specific information, condense and combine information from more than one source. Connect, combine, compare &amp; contrast ideas and information from more than one source with collaboration from adults and peers. Demonstrate command of conventions of standard language and mechanics, vary sentence types for meaning and interest, consistency of style and tone.</li> <li>• <b>Demonstrate speaking, listening, and collaborative learning skills:</b> Engage effectively in a range of collaboration, discussions, specific questioning, reflection, use of specific claims supported by evidence in an oral presentation, use of appropriate eye contact, adequate volume, and clear pronunciation enhanced with visual displays</li> </ul>
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	(e.g. graphics, images, music, sound).
<b>PHASE TWO: ASSESSMENT EVIDENCE</b>	
<b>Which Common Core Standard(s) for Literacy are formally assessed within this unit?</b> RI.6.1, RI.6.2, RI.6.7, W.6.2a-f, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9b, W.6.10	
<b>Unit 1 Culminating Task</b>  *This will also be used as the pre-assessment for the school year	<b>Formative Assessment Process:</b>
<b>What will the student do or produce to demonstrate their understanding and abilities?</b>	<ul style="list-style-type: none"> <li>• How will the teacher support performance on this task?</li> <li>• How will the teacher formatively assess student work and provide feedback?</li> </ul>
<b>Students will.....</b> <ul style="list-style-type: none"> <li>• Set a purpose for their research on the Ancient civilizations of Egypt by identifying three topics for study and formulating quality questions about these topics that can guide their research. The questions will be captured on their <u>note-sheet</u>.</li> <li>• Conduct short research to answer these questions, drawing on several sources and refocusing their inquiry if needed <b>(W.6.7)</b></li> <li>• Gather relevant information from multiple print and digital sources and paraphrase it on <u>note-sheet</u> while avoiding plagiarism. <b>(W.6.8)</b></li> <li>• Reflect on the credibility of each source. Capture reflections on <u>note-sheets</u>. <b>(W.6.8) (W.6.9b)</b></li> <li>• Provide basic bibliographic information</li> </ul>	<b>Teacher will.....</b> <ul style="list-style-type: none"> <li>• Provide access to various print and digital resources relevant to Ancient Egypt.</li> <li>• Assess the quality of the questions generated by researchers and coach refinement.</li> <li>• Model note-taking and paraphrasing from varied resources</li> <li>• Model strategies for evaluating the credibility of sources</li> <li>• Model strategies for bibliography design</li> <li>• Model strategies for determining central ideas, supporting details, and note-taking relevant to these tasks</li> <li>• Model strategies for analyzing and capturing explicit text evidence in notes.</li> <li>• Model strategies for using research</li> </ul>

<p>for the sources studied. Capture on <u>note-sheets</u>. <b>(W.6.8)</b></p> <ul style="list-style-type: none"> <li>• Determine the central ideas of the texts that they read, as well as relevant details. This will be captured on their <u>note sheet</u>. <b>(RI.6.2)</b></li> <li>• Analyze what each text explicitly reveals about Egypt, capturing what is learned on their <u>note sheet</u>. <b>(RI.6.1)</b></li> <li>• Integrate the information presented in different media or formats as well as in words to develop a coherent understanding of the topic or issue. This will be reflected within their <u>planning/pre-writing and rough drafts of their chosen product</u>. <b>(RI.6.7)</b></li> <li>• Determine who their audience will be and which genre or form will best align to their purposes.</li> <li>• Draft a coherent <u>story board, power-point, travel brochure or similar process-driven product</u> that uses text-based evidence to reveal what their research has taught them about Egypt. This product must be developmentally, organizationally, and stylistically appropriate to task, purpose, and audience. <b>(W.6.4) (W.6.10)</b></li> <li>• Use a <u>criteria-specific rubric</u> to self-assess. <b>(W.6.5) (W.6.10)</b></li> <li>• <b>Engage in peer review, capture reflections from peer review, revise draft, and submit to teacher for baseline assessment purposes.</b> <b>(W.6.2)</b></li> </ul>	<p>findings to create draft of product, using a planning/prewriting template.</p> <ul style="list-style-type: none"> <li>• Guide writers as they determine who their appropriate audience is and the type of product they will design for this audience.</li> <li>• Guide writers through the process of developing a storyboard, power point, travel brochure or a similar process-driven product that is well-organized and appropriate to the task, their purposes, and their intended audience.</li> <li>• Support writers as they use a rubric to self-assess their first draft. Collect rubric.</li> <li>• Coach writers to provide high quality criteria-specific feedback to peers.</li> <li>• Support writers in the first revision of their product. Collect.</li> <li>• Provide time for writers to complete the timed writing task, independently. <b><i>Do not provide any support.</i></b> Collect.</li> <li>• Capture findings/data from the first draft of their process-driven product, using the approved rubric.</li> <li>• Use these findings to inform instruction, revise curricula, and coach individual writers.</li> <li>• Capture findings/data from the timed writing task using the approved rubric.</li> <li>• Use these findings to inform instruction, revise curricula, and coach individual writers.</li> <li>• Provide writers criteria-specific feedback on process-driven products</li> </ul>
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- **Complete a timed writing task wherein they 1) summarize a teacher-selected, sufficiently complex text, articulate the main idea of the piece, and provide three details in support of the identified main idea and then 2) cite text evidence to support an inference drawn from the text. This will be submitted to the teacher for baseline assessment purposes (W.6.2) (W.6.10)(RI.6.1)(RI.6.2)**
- Respond to feedback provided by teacher by revising both pieces again. Submit both pieces for a grade. (W.6.5)
- Publish their final product for an audience that will benefit from it beyond the teacher or class.

and timed writing tasks.

- Require revision of both pieces and then collect for grading purposes.
- Connect writers to their intended audiences and support publication.

<b>PHASE THREE: WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE LITERACY BLOCK</b>		
<b>MOMENT:</b>	<b>PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:</b>	<b>USING THESE RESOURCES:</b>
<b>GUIDED READING</b>	<ul style="list-style-type: none"> <li>. Targeted comprehension, fluency, listening and Speaking and/or language skills.</li> <li>. Content Vocabulary</li> <li>. Text structure</li> <li>. Share reading experiences</li> <li>. Use of graphic sources</li> <li>. Summarize</li> <li>. Word structure</li> <li>. Inferences</li> </ul>	Unit 2: <ul style="list-style-type: none"> <li>. Main selection: "Egypt" and leveled readers from reading series</li> <li>. Fresh Reads and Selection Test.</li> <li>. Practice workbooks, Grammar &amp; Spelling</li> <li>. Look back and write</li> <li>. Reader Response &amp; Journal Writing</li> <li>. Graphic sources</li> <li>. Rubrics</li> <li>. Checklists</li> </ul>

<p><b>SHARED READING OF INFORMATIONAL TEXT</b></p> <p><b>AND</b></p> <p><b>LISTENING TO AUDIO VERSIONS OF TEXT</b></p>	<ul style="list-style-type: none"> <li>. Content vocabulary (domain specific)</li> <li>. Use of Multi-media (at lease 3 sources of research) reference (bibliography)</li> <li>. Distinguish between fact &amp; opinion using explicit information (supporting details)</li> <li>. Integrate information</li> <li>. Recognize how different authors and media impart information</li> <li>. Filter relevant from non-relevant information</li> <li>. Inferences</li> <li>. Active listening</li> <li>. Main Idea</li> <li>. Supporting Details</li> <li>. Use of facts (not judgments or opinions)</li> <li>. Text structure</li> <li>. Illustration</li> <li>. Speaking clearly</li> <li>. Sharing facts</li> <li>. Asking questions for clarification</li> <li>. Research Process</li> <li>. Revision</li> <li>. Identify relevant information</li> </ul>	<p>May include:</p> <ul style="list-style-type: none"> <li>. Internet (websites)</li> <li>. Periodicals</li> <li>. Graphic organizers</li> <li>. Technology</li> <li>. Library Media Center</li> <li>. Rubrics</li> <li>. Checklists</li> <li>. “Egypt” audio CD</li> <li>. Leveled Readers</li> <li>. Web podcasts</li> <li>. Checklists</li> <li>. Rubrics</li> </ul> <p>*Please see addendum of suggested texts, references, websites.</p>
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